Comprehensive School Improvement Plan (CSIP)
Constant Conversation Question #3
How will we know that student learning has changed?
Diagnostic Reading Assessments K-3

What is the requirement?

281—IAC 12.5(18) *Early Intervention Program*. Each school district receiving early intervention program funds shall make provisions to meet the needs of kindergarten through grade 3 students. The intent of the early intervention program is to reduce class size, to achieve a higher level of student success in the basic skills, and to increase teacher-parent communication and accountability. Each school district shall develop a class size management strategy by September 15, 1999, to work toward, or to maintain, class sizes in basic skills instruction for kindergarten through grade 3 that are at the state goal of 17 students per teacher. Each school district shall incorporate into its comprehensive school improvement plan goals and activities for kindergarten through grade 3 students to achieve a higher level of success in the basic skills, especially reading. A school district shall, at a minimum, biannually inform parents of their individual child's performance on the results of diagnostic assessments in kindergarten through grade 3. If intervention is appropriate, the school district shall inform the parents of the actions the school district intends to take to improve the child's reading skills and provide the parents with strategies to enable the parents to improve their child's skills.

Who is Assessed?

Students in grades kindergarten through grade three although what is assessed is dependent on where an individual student is in the reading mastery process. It would not be appropriate to assess students in reading fluency and comprehension if they are working at a readiness to read level. Once mastery of phonemic awareness and phonics skills have occurred, it may not be appropriate to continue those assessments. It may be appropriate to continue assessments in other areas, i.e. comprehension, fluency, etc.

What is the Purpose of a Diagnostic Test?

Diagnostic assessments are designed to provide instructionally relevant information about a child's learning within a specified content domain. Throughout the early educational experiences of young children, accurate assessment of a child's knowledge, skills, and dispositions in reading and writing will help teachers better match instruction with how and what children are learning.

What Should Be Assessed?

➢ **Phonemic Awareness:** The awareness of the small units of sound that combine to form syllables and words. Phonemic awareness is typically described as an insight about oral language and in particular about the segmentation of sounds that are used in speech communication. Phonemic awareness is characterized in terms of the facility of the language learner to manipulate the sounds of oral speech. A child who possesses phonemic awareness can segment sounds in words (for example, pronounce just the first sound heard in the word *top*) and blend strings of isolated sounds together to form recognizable word forms. Phonemic awareness should not be confused with naming the alphabet letters.

➢ **Reading Fluency**
  ✓ **Reading Accuracy:** Correctly recognizing words, comprehending connected text and/or being able to use the two simultaneously (e.g., pausing momentarily or self-correcting when reading sentences or words in other extended text).
  ✓ **Reading Fluency:** Speed and accuracy in recognizing words, comprehending connected text, and/or being able to use the two simultaneously. Oral reading fluency is more

> commonly assessed than silent reading fluency. When assessing oral reading fluency, speed, accuracy, and "phrasing and expressiveness" may be assessed.
>   ✓ **Oral Reading:** Reading aloud for oneself or an audience. Word accuracy, reading rate, and expressive phrasing can be assessed during oral reading.
> ➢ **Comprehension:** Reading comprehension involves constructing meaning from and responding to text, generally using both prior knowledge and the printed/illustrated text. In plain terms, reading comprehension means understanding a printed message and being able to interact with that message. Reading comprehension requires the use of a variety of processes—depending on the nature of the text and the purposes for reading—such as deriving the main idea, making and confirming predictions, determining the relative importance of information, making inferences, using organizational structure to aid in constructing meaning (story structure and expository text structures), comparing information between sources. Reading comprehension strategies and assessments often include processes such as summarizing and retelling.

How Often Should Assessments Occur?

At least 1 per year although a minimum of twice a year is more logical given the reporting requirements. Presuming that some skills are foundational or prerequisite skills, it may be more appropriate to assess such skills at an earlier grade (e.g., phonemic awareness). For students whose progress is not acceptable, it would be appropriate to continue to assess foundational skills in subsequent years. All students must be assessed on appropriate skills at each grade K-3. The appropriate evidence about the identified skills, relative to the district's standards and benchmarks (and including phonemic awareness, oral reading ability, and comprehension), need to be shared with parents at the appropriate time during the K-3 period (at least twice each year in accordance to the district's standards and benchmarks). Note: there is no requirement for the same diagnostic assessment tool to be administered in all grades K-3.

What Are the Reporting Requirements?

Schools are required to report to parents twice a year regarding:
- The student's reading progress
- When needed, interventions planned to improve the student's reading achievement

Districts also report their progress made toward achieving early intervention goals in the Annual Progress Report (APR).

What Diagnostic Assessments Are Available?

Several test profiles are included that meet the requirements of House File 743 that are included in later sections of this document. These profiles were prepared by the Early Childhood Network (with the exception of the Dynamic Indicators of Basic Early Literacy (DIBELS). Schools may choose other diagnostic assessments that meet their particular needs as well as the requirements of the Code of Iowa.

Are There Other Types of Assessments?

Screening – An assessment that provides information leading to the identification of children who may be at risk for experiencing difficulty in learning to read or who are at risk of not achieving grade level standards and benchmarks in reading. It should be relatively quick to administer, provide a gross indicator of "risk status," and must have good predictive utility for identifying the need for interventions.

Diagnostic – An assessment that provides more in-depth information on student skills and instructional needs for planning classroom instruction and for developing quality intervention plans for children who are at risk for reading difficulty. Some diagnostic tests serve a dual purpose and can be used as a "screen" to identify students with reading difficulties.

Classroom-Based – An assessment that provides ongoing, frequent information about the progress of each child for the purpose of guiding instruction for individual children or small groups of children. Classroom based assessment is aligned with grade level standards, benchmarks and instructional goals. It should measure a variety of component skills or abilities, and must be directly useful in planning subsequent instruction.

Outcome – An assessment that provides methods to document significant gain or improvement, as well as methods to document grade-level performance. Outcome assessments may also be used for screening and/or diagnostic purposes.

Questions and Answers—Diagnostic Assessments

1. **Is there new information about the K-3 Early Intervention requirements? Are there certain assessment tools that need to be used? Do people have to choose only the tools listed on the matrix?**
   Answer: The revised "Literacy Assessment Portfolio" includes tools that meet the screening criteria specified for inclusion in the collection. Other tools are available, at local option. However, it is recommended that school districts undertake a purposeful review of their options for criteria before finalizing their choices for tools to use.

2. **Our district would like to use the STAR Early Literacy diagnostic assessment to assess phonemic awareness and comprehension for our K-2 students. Will this be acceptable to the state?**
   Answer: The determination of acceptability is a local right and responsibility. It is recommended that you consider the issues listed in *The Assessment Literacy Portfolio: Revised.* Two primary questions would be: Do the results provide information in such a way that they allow teachers to make instructional decisions that will address the individual learning needs of every student? Does the assessment adequately address the components of reading in question?

3. **Referring to the K-3 Diagnostic Assessment grid in Appendix A of the Technical Assistance Manual: Does the Observation Survey have a reading comprehension component? (It is marked that way on the grid.) Does the Yopp-Singer measure Oral Reading or should the phonemic awareness cell be marked instead?**
   Answer: The Observation Survey does not have a reading comprehension component, and the Yopp-Singer is a measure of phonemic awareness. Both were marked incorrectly on the grid in the Technical Assistance Manual. A revised edition of the Literacy Assessment Portfolio is currently under production. It will contain these corrections.

4. **This question is in reference to the diagnostic assessment districts are required to give to K-3rd grade students twice a year. Can districts use an instrument developed by the district? If yes, does that instrument need to meet any criteria?**
   Answer: Districts are not limited in the specific assessments that they must administer. They must be diagnostic in their intent, however. Districts should consider the technical quality of these assessments when selecting them and also consider the nature and type of information that will be received back. Most importantly, these assessments should provide information that schools can use to improve teaching and learning for their students.

5. **Under the early intervention process, can the school report on only one measure, a criterion referenced measure, or is the goal to use multiple measures for K-3? Also, is there more information somewhere else for the early intervention requirements?**
   Answer: It is possible that a school could report progress of K-3 students using criterion-referenced information. It is important to remember, however, the purpose of the reporting requirements: documenting students' progress in acquiring basic skills. Single skill measures typically measure limited ranges of skills and often using only one response mode. Schools

should consider which assessments will provide the most accurate picture of student learning. More information is included in the Technical Assistance for Comprehensive School Improvement manual published by the Iowa Department of Education.

6. **Are we required to report to the state in our CSIP that we gave diagnostic reading tests to students in K-3 and those test results? Is this required by the state to receive additional funding?**
    Answer: Section 12.5(18) of the rules states that districts must biennially inform parents of the individual child's performance on the results of diagnostic assessments in kindergarten through grade 3. The rule does not require reporting out of this information on a large scale, in a combined manner, to the entire community. Districts must, however, if they receive early intervention block grant funds, report to the department progress they are making towards achieving their early intervention goals. Also, the rules encourage districts to provide information to their community on the reading proficiency of kindergarten through grade 3 students by grade level.

7. **Does each child (K-3) need to be assessed annually using a diagnostic assessment measure?**
    Answer: K-3 students' progress needs to be assessed at least twice each year so that parents can be notified at least two times each year of their individual child's reading progress and interventions planned to improve performance. Remember, however, that "assessment" does not always mean "testing." Assessment means collecting information to make decisions. Teachers collect many diagnostic assessment data in the course of their teaching. The criterion here is having sufficient information to report progress to parents and to inform effective instruction.

8. **Do the K-3 reading/math diagnostic tests need to be valid and reliable?**
    Answer: It would seem that if you want to be able to interpret test results within the context of the test's purpose, in accordance with what the test purports to measure, and to do it consistently for all students, the answer would be "yes."

9. **Must a school district select a K-3 diagnostic assessment from the list in the Technical Assistance Manual?**
    Answer: No, the list in the TA Manual is meant to provide guidance, support and examples for districts. Districts are in no way limited by the assessment measures listed there.

10. **As an administrative team, we are having many questions on multiple assessments. We are in the process of developing our own assessments for reading, writing and math. 1) Are these consider reliable and valid? 2) Can the multiple assessment be a semester test? 3) Do the multiple assessments have to be another standardized test? 4) Do multiple assessment results have to be able to be compared with other students in the state and nation or can it be done within the district? 5) Also, define the term diagnostic assessments for kindergarten through grade 3 in Division V 12.5(18) early intervention program.**
    Answer: There are a number of questions here. They will be answered one by one. 1) Reliability and validity are judgments made about the quality of tests. Demonstrating reliability and validity can be done in many ways, but all of these ways require evidence to base judgments on. Standards for reliability and validity are well known and well documented in many sources including textbooks and in standards set forth by professional organization. The rules require districts to make judgments about district assessments and their reliability and validity. Assessments, according to the rules, can be considered reliable and valid when a district collects evidence and is satisfied that their assessments are reliable and valid. 2) Multiple assessments could be semester tests if they meet all of the other criteria for multiple measures. However, they would not necessarily be limited to these. 3) Multiple measures do not have to be published, standardized tests. 4) Multiple assessment must use multiple assessments that measure progress on locally determined content standards in at least

reading, mathematics and science. They may or may not allow for state or national comparisons. 5) Diagnostic tests assess specific component skills that make up a skill area. For example, a diagnostic reading test might address phonemic awareness, concepts of print, decoding skills, alphabetic principle, and literal and inferential comprehension to name a few component skills. The purpose of diagnostic tests is to help determine what to teach. Achievement tests typically measure more broad skills across a domain, as in ITBS broad reading scores. The purpose of these tests is to determine an individual's and a group's relative standing compared to each other in a particular skill area (in this case reading).

11. Is the Iowa Test of Basic Skills (ITBS) an acceptable diagnostic assessment?
<u>Answer</u>: No

District Assessment Planning

Following the selection of the district's diagnostic assessment instrument(s), identify the most appropriate point in the district's curriculum (grade level) to assess reading skills (phonemic awareness, oral reading ability, comprehension, and other skills deemed important). Also, determine date(s) when it is most appropriate to administer test.

Matrix 3: District Assessment Planning			
Grade	Skill	Assessment Instrument	Date(s)
Grade K	Phonemic Awareness		
	Comprehension		
	Oral Reading **Fluency** Accuracy		
Grade 1	Phonemic Awareness		
	Comprehension		
	Oral Reading **Fluency** Accuracy		
Grade 2	Phonemic Awareness		
	Comprehension		
	Oral Reading **Fluency** Accuracy		
Grade 3	Phonemic Awareness		
	Comprehension		
	Oral Reading **Fluency** Accuracy		

Diagnostic Test Profiles

Source: The Assessment Literacy Portfolio: Revised
K-3 Diagnostic Reading
Winter 2000/2001

These profiles were prepared by the Early Childhood Network (with the exception of the Dynamic Indicators of Basic Early Literacy). Schools may choose other diagnostic assessments that meet their particular needs as well as the requirements of the Code of Iowa.

Iowa Department of Education
March 24, 2004

Name of Assessment: Yopp-Singer of Phoneme Segmentation

Address: Hallie Kay Yopp (creator/author)
Dept. of Elementary and Bilingual Education
California State University
Fullerton, California
714-278-2300

Reliability: .95

Validity: Sixteen of twenty-five subtests reported statistically significant validity coefficients ranging from .33.55

Type of Assessment: Individual

Grade or Age for Administration: Kindergartners and early first graders

Time for Administration: 5-10 minutes per students

Skills Assessed:
Phonemic Awareness: Yes
Comprehension:
Oral Reading:
Fluency:
Accuracy:

Professional Development: In order to understand how Educators would need to read the article in The Reading Teacher, 1995, 49(1), pp. 20-29 to learn how to administer the test and to learn the potential uses of the data. The creator of the assessment tool advocates that the instruments use be geared toward determining a child's phonemic awareness, and use this information to help those early on who are likely to experience difficulty in reading and spelling and give them appropriate instructional support.

Other Information: The test was designed for use with English speaking kindergartners and early first-graders. There are no data on using this test with non-English language learners. The creator of this assessment cites potential problems with understanding task directions and familiarity with vocabulary and that some speech sounds that exist in the English language may not exist in a student's dominant language.

Iowa Department of Education
March 24, 2004

Name of Assessment: Basic Reading Inventory – 7th Edition

Address: Basic Reading Inventory
Kendall-Hunt Publishing Company
P.O. Box 1840
4050 Westmark Dr.
Dubuque, IA 52004-1840
Phone: 1-800-228-0810
www.kendallhunt.com

<u>**Reliability:**</u>   .60-.78 depending on the specific subtests.

<u>**Validity:**</u>   Validity for establishing reading levels range according to grade level. Percent correct for an instructional level for word recognition grades 2 and 3 is 99%; 97%-99% for the intermediate grades. Comprehension criteria for an instructional level is 70% and up for grades 2 and 3; 60% and up for the intermediate grades.

<u>**Type of Assessment:**</u> The Basic Reading Inventory is an informal reading inventory that is administered individually to students.

<u>**Grade or Age for Administration:**</u>   It is appropriate for young learners as it provides word lists and reading passages from pre-primer-Grade 12 and it is individually administered to student. It also has a section for children who are not at pre-primer level in early literacy development. Appendix A includes: alphabet knowledge; phoneme awareness; phoneme segmentation; auditory discrimination; writing; literacy knowledge; wordless picture reading; word knowledge; picture story; pre-primer passage.

<u>**Time for Administration:**</u>   To administer a complete inventory may require 15-45 minutes, depending on the student.

<u>**Skills Assessed:**</u>

Phonemic Awareness:	Yes
Comprehension:	Yes
Oral Reading:	Yes
Fluency:	Yes
Accuracy:	Yes

<u>**Professional Development:**</u> A videotape of administering <u>Basic Reading Inventory</u> is available for $49.95. Additional support is provided in the J.L. Johns & S.D. Lenski, <u>Improving Reading: A Handbook of Strategies</u>, as well as the test manual. Local staff development opportunities are also available. This is a tool that has been used for over 30 years and has been revised numerous times

<u>**Other Information:**</u> Appendix A includes: alphabet knowledge; phoneme awareness; phoneme segmentation; auditory discrimination; writing; literacy knowledge; wordless picture reading; word knowledge; picture story; pre-primer passage.
- Form A is designed for oral reading assessment
- Form B is designed for silent reading assessment
- This assessment contains both narrative and expository passages. Additional passages are provided for each level.
- The purpose is to determine independent, instructional, and frustration level of reading ability. It can be used, overtime, to show student growth and progress.

Iowa Department of Education
March 24, 2004

Name of Assessment: High/Scope Child Observation Record (COR)

Address: High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48198-2898
1-734-485-2000
1-734-485-0704 (fax)
E-mail: info@highscope.org

Reliability: Internal consistency ranged from .80-.93 for teachers and .72-.91 for assistant teachers. Inter-rater reliability ranged from .80 to .93 with the mathematics and logic section scoring the highest at .93 and .91 and the music section the lowest at .84 and .79.

Validity: Correlation's of COR ratings with the McCarthy Scales of Children's Abilities ranged from .27 to .66. There are strong positive correlations between COR ratings and children's ages, ranging from .53 to .61. This is to be expected since the COR is designed to measure aspects of children's development that are influenced by early childhood education. COR ratings were virtually uncorrelated with children's sex, suggesting a lack of gender bias in either COR behaviors or perceptions of the observers.

Type of Assessment: The COR is an individual observation instrument that is typically conducted on an on-going basis over the entire year. This instrument may be administered at various points during the program to measure change over time or at a single point in time to measure the current level of a child.

Grade or Age for Administration: Recommended for children aged 2 years 6 months to 6 years 0 months.

Time for Administration: The High/Scope COR is based on systematic observation of children over time. Daily anecdotal notes are taken and categorized according to the ten key experiences categories (High/Scope curriculum) or the six sections on the COR. The COR is scored by the teachers when at least two anecdotal notes exist at the same developmental level on each item on the COR. For initial assessment, the observations may require several weeks to complete before the COR is scored. On-going observations provide the information for subsequent scoring on the COR.

The COR may be scored 2 or 3 times a year depending on the needs of the family and program.

Skills Assessed:
Phonemic Awareness:
Comprehension:
Oral Reading: Yes
Fluency:
Accuracy:

Professional Development: The High/Scope COR is suitable for programs that use the High/Scope curriculum in their program and in those that do not. Inservice on systematic observation, anecdotal note taking, and the COR would be beneficial.

Other Information: The High/Scope COR is available on both Mac and PC platforms

Iowa Department of Education
March 24, 2004

Name of Assessment: Gray Oral Reading Test – D
                                    Wiederholt, J.L. & Bryant, B.R.

Address: PRO-ED
                            8700 Shoal Creek Blvd.
                            Austin, TX 78757
                            1-800-897-3202

<u>**Reliability:**</u>   Cronbach's coefficient alpha for internal consistency was reported as .88-.96.
                            Alternate forms reliability coefficient were reported as .75-.96

<u>**Validity:**</u>   The median coefficient for criterion-related validity was reported as .53
                            suggesting that the GORT-D is a valid instrument for its stated purposes.

Type of Assessment: Gray Oral Reading Test is a group or individually administered assessment. The purpose of the Gray Oral Reading Test is to be an objective measure of growth in oral reading and an aid in the diagnosis of reading difficulties. This assessment is a standardized norm referenced assessments, allowing for group interpretations. The norm group was improved upon since its earlier versions, providing a larger, stratified, sample reflective of the 1990 U.S. Census data. Percentile scores and grade equivalents are provided. The Gray Oral Reading Test also provides alternate forms allowing pre and posttest comparisons to assess intervention effects.

<u>**Grade or Age for Administration:**</u>   Suitable for ages 7-18.

<u>**Time for Administration:**</u>   15-30 minutes

<u>**Skills Assessed:**</u>
                            Phonemic Awareness: Yes
                            Comprehension: Yes
                            Oral Reading: Yes
                            Fluency: Yes
                            Accuracy: Yes

<u>**Professional Development:**</u>   No formal professional development is available.

<u>**Other Information:**</u>

Subtests Include:

Oral Reading Rate and Accuracy: The student's ability to read passages orally with speed and accuracy.

Oral Reading Comprehension: The student's responses to orally presented multiple-choice questions.

Total Reading Ability: The combination of the student's performance on the passage score and comprehension score will yield an overall index of the student's reading ability.

Miscues: An analysis of oral reading miscues as a judgment of the student's use of comprehension strategies in reading.

Caveats: Because this assessment is norm referenced, caution should be used when making individual interpretations of the data.

One weakness of the GORT-3 appears to be the omission of normative data stratified along race/ethnicity/SES lines.

Name of Assessment: Observation Survey of Early Literacy Achievement by Marie Clay

Address: Heineman Publishing NJL Associates, INC.
6750 School Street #906
Des Moines, IA 50311
Phone 800-484-9618, code 7915
Fax: 515-255-5527
E-mail: njlbooks@aol.com
Contact person: Mary Lose at the Reading Recovery Center of Iowa (515) 242-8171

Reliability: Reliability ranged from .62-.95 depending on the subtest with Hearing and Recording Sounds in Words reporting a coefficient of .96 to Writing Vocabulary reporting a coefficient of .62

Validity: Validity coefficients ranged from .79-.82

Type of Assessment: This is an individual observation assessment.

Grade or Age for Administration: K-3 student

Time for Administration: On-going with each observation taking approximately 30-45 minutes per student.

Skills Assessed:

Phonemic Awareness:	
Comprehension:	
Oral Reading:	Yes
Fluency:	Yes
Accuracy:	Yes

Professional Development: Training in the use of the Observation Survey is recommended for reliability in reporting purposes. A video is available for administering the reading portion of the survey.

Other Information:

- Any passage may be used from a child's classroom materials,
- A district may choose selected passages for various levels to
- The six sub tests may be used individually or in combination.
- Sub tests include: Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words (Diction) and Text Reading.
- Reading passages that are used are chosen according to a student's current reading performance regardless of age or grade level.

Iowa Department of Education
March 24, 2004

Name of Assessment: Qualitative Reading Inventory - II

Address: Addison-Wesley Educational Publisher, Inc.
1185 Avenue of the Americas
New York, NY 10036

<u>Reliability:</u>   Reliability coefficients ranged from .94-.99 depending on the specific subtests.

<u>Validity:</u>   Out of three studies completed on the QRI-II, validity correlations ranged from .65-.90 with a median correlation of .86.

Type of Assessment: The QRI-II is an individually administered informal reading inventory.

Grade or Age for Administration: Prekindergarten through 8th grade.

Time for Administration: Administration per student takes approximately 30-45 minutes.

Skills Assessed:

Phonemic Awareness:	Yes
Comprehension:	Yes
Oral Reading:	Yes
Fluency:	Yes
Accuracy:	Yes

Professional Development: A manual is provided, as well as a training video on how to assess a beginning reader in the primary grades and a more advanced reader in the intermediate grades.

Other Information:

- This assessment contains both narrative and expository passages. Additional passages are provided for each level.
- The purpose is to determine independent, instructional, and frustration level of reading ability. It can be used, over time, to show student growth and progress.
- Comprehension is assessed in two ways; through student unaided recall and questions. A map for recording and evaluating the retelling accompanies each passage. Both explicit and implicit questions are asked.

Iowa Department of Education
March 24, 2004

Name of Assessment: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Address: Institute for Development of Education Achievement
College of Education
University of Oregon
Eugene, OR 97403
Available at: http://dibels.uoregon.edu free of charge.
Phone 541-346-2145
Fax: 541 346-2897
E-mail: rhgood@darkwing.uoregon.edu
Contact person: Dr. Roland Good

Reliability: Alternate form reliability

	Single probe	Multi-probe
Initial sound fluency	.65	.90
Phonemic segmentation fluency	.88	.96
Nonsense word fluency	.92	.98
Letter naming fluency	.93	.98
Oral reading fluency	.92-.97	*

Validity:

	Validity coefficients	
	Concurrent	Predictive
Initial sound fluency	.36, .38	.36, .45
Phonemic segmentation fluency	.54, .65	.62, .68
Nonsense word fluency	.59	.66, .82
Letter naming fluency	.70, .77	.65, .76
Oral reading fluency	.70 to .90**	*

**For oral reading fluency, 98 studies were examined representing both published and informal reading criterion measures. Most validity coefficients fell in the range of .70 to .90. Oral Reading Fluency is a very well established general outcome measure for reading.

Type of Assessment: DIBELS assessments are a linked group of measurement tasks that measure important early literacy skills during their acquisition. DIBELS measures are useful as both screening measures and as progress monitoring measures in the areas of phonemic awareness, phonics and fluency. They are also useful as predictive measures to identify students who may be at risk for later reading difficulty.

Grade or Age for Administration: K-6 students (Grades 2 – 6 includes oral reading fluency and retell fluency only)

Time for Administration: All measures are brief to administer, with each measure taking 5 minutes or less for each administration.

Skills Assessed:

Phonemic Awareness:	Yes
Phonics	Yes
Comprehension:	Retell Fluency is a newer measure with less evidence regarding technical adequacy available.
Oral Reading:	Yes
Fluency:	Yes
Accuracy:	Is not one of the reported scores, but a % accuracy is easily calculated.

Professional Development: Training in administration and scoring and data utilization are
recommended for DIBELS.
Training is available through some Iowa AEAs
National DIBELS trainers are identified on the DIBELS website
Demonstration videos, administration and scoring manuals, and
other training materials are available for download from the
website.

Other Information:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized,
individually administered measures of early literacy development. They are designed to be short
(one minute) fluency measures used to regularly monitor the development of pre-reading and
early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the
National Reading Panel (2000) and National Research Council (1998) reports to assess student
development of phonological awareness, alphabetic understanding, and automaticity and fluency
with the code. Each measure has been thoroughly researched and demonstrated to be reliable
and valid indicators of early literacy development and predictive of later reading proficiency to aid
in the early identification of students who are not progressing as expected. When used as
recommended, the results can be used to evaluate individual student development as well as
provide grade-level feedback toward validated instructional objectives.

- Multiple, parallel forms are available for each DIBELS measure to assist with progress
  monitoring,
- DIBELS materials can be downloaded free of charge from http://dibels.uoregon.edu
- The University of Oregon provides a data warehouse and data mining capability for $1 per
  year per student. Teachers enter their data directly into the system and can get immediate
  reports back from the system. Nearly 1 million students data are currently housed by this
  data warehouse. The data reports available include:
    - School, District, and Project reports with histograms, box plots, class lists, and norms
    - Individual student Performance Profiles
    - Summary of Effectiveness of Instruction
    - Distribution reports
    - Cross Year Box Plots
    - Class Progress Summary
    - Student History
- DIBELS is being used by 32 states as a component of their Reading First programs.
- Each DIBELS measure can be directly linked to instructional recommendations